

BRIEFING PACKET STATE AND REGIONAL RELEASE

COMMONWEALTH ACCOUNTABILITY TESTING SYSTEM (CATS)

ACCOUNTABILITY CYCLE 2004

Baseline: 1998-1999 – 1999-2000¹

Biennium 2: 2002-2003 – 2003-2004



**Kentucky Department
of Education**

*Embargoed until
October 13, 2004
10:00 am EDT*

KENTUCKY DEPARTMENT OF EDUCATION

Gene Wilhoit, Commissioner

October 13, 2004

¹ For reconfigured schools, the Baseline may be established in later years as provided for in 703 KAR 5:020.

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ADDENDUM: *CATS SCHOOL AND DISTRICT ACCOUNTABILITY RESULTS, SCHOOL AND DISTRICT LISTING*

Introduction

This is the report for the second biennium of the Commonwealth Accountability Testing System (CATS). The report summarizes information pertaining to each school's Accountability Classification. It represents the second application of the Growth Chart unique to each school (see sample Growth Chart on page 5). Each school has a precise target to meet or exceed in each biennium to be in the Meeting Goal area of the graphic, and thus on target to reach 100 or Proficiency by 2014. The target values for each school include a standard error or fairness margin for the Goal and Assistance Lines. Because of this, the CATS Accountability Model gives an acceptable cushion to schools in that if a school is just *below* the Goal line, but within one standard error, the school is treated as if (or categorized as if) the school was at or above the Goal Line. The same holds true for the Assistance Line. The Accountability Classification for each school can be found in the *CATS School and District Accountability Results, School and District Listing*.

All state-required testing is completed in the spring of each year. In previous years, schools were held accountable for students enrolled on the first day of the testing window. Beginning this year, schools are held accountable for students enrolled one hundred (100) *instructional* days (not necessarily consecutive) in a school, from the first day of school to the first day of testing window. This change was implemented so Kentucky could be in compliance with federal regulations under the No Child Left Behind Act of 2001 (NCLB). For more information about NCLB, see the *2004 NCLB Interpretative Guide* available on the department's Web site at <http://www.education.ky.gov>.

Besides establishing a system of rewards for school improvement, CATS also provides sanctions for schools that do not demonstrate required growth (see 703 KAR 5:120 Assistance for schools; guidelines for scholastic audit). According to regulation, all schools falling into the Assistance classification are rank-ordered from highest to lowest according to the school's combined 2003/2004 Accountability Index. This set of schools is then divided into thirds. The top third are designated Level 1 schools, the middle third Level 2 and the bottom third Level 3. The following bullets briefly summarize the audit/review process for these schools:

- Level 3 Schools will be scheduled for scholastic audits by an external team coordinated by the Kentucky Department of Education (KDE). The school shall adhere to the requirements for a "Level 3" school as defined in 703 KAR 5:120 Sections 4, 5, 6, 7, 8 and 9. Level 3 schools shall receive education assistance from a Highly Skilled Educator under KRS 158.782 and a scholastic audit. Assistance Level 3 schools may be eligible to receive Commonwealth School Improvement Funds.
- Level 2 Schools are required to receive a scholastic review by a team set up by KDE. The team must include local district members. The school shall adhere to the requirements for a "Level 2" school as defined in 703 KAR 5:120 Section 3. Level 2 schools shall receive a scholastic review facilitated by a designee of the Commissioner of Education with assistance from the district's central office staff. Assistance Level 2 schools may be eligible to receive Commonwealth School Improvement Funds.

- Level 1 Schools are required to receive a scholastic self-review by a team set up by the local school district. The school shall adhere to the requirements for a “Level 1” school as defined in 703 KAR 5:120 Section 2. Level 1 schools must to conduct a scholastic review and self-study facilitated by the district’s professional development coordinator with assistance provided by Kentucky Department of Education staff. Assistance Level 1 schools may be eligible to receive Commonwealth School Improvement Funds.

In addition to establishing a system of rewards for school improvement, CATS also provides sanctions for school districts (see 703 KAR 5:130 School District Accountability). The following bullets briefly summarize the audit/review process for these districts:

- Audit Level 1 districts for Accountability Cycle 2004 have at least one or more schools classified as Assistance Level 3 that were not classified as Level 3 in the previous accountability cycle. The district shall modify its district consolidated plan by including a specific support plan designed to assist each Level 3 school in improving its academic achievement. The plan shall address each of the areas listed in 703 KAR 5:130 Section 5 and shall be sent to the local school board of education members and to the Level 3 school council members or, if none exists, the principal, for approval.
- Audit Level 2 districts for Accountability Cycle 2004 have least one school classified as Assistance Level 3 for two (2) or more consecutive accountability cycles. The district shall be subject to a district audit conducted by a district evaluation team. The team shall review each of the areas as listed in 703 KAR 5:130 Section 5, and shall also review the district’s implementation of the previous accountability cycle’s school support plan. The district audit team shall evaluate the district as to district responsibilities using “Standards and Indicators for School Improvement”, which is incorporated by reference in 703 KAR 5:120.

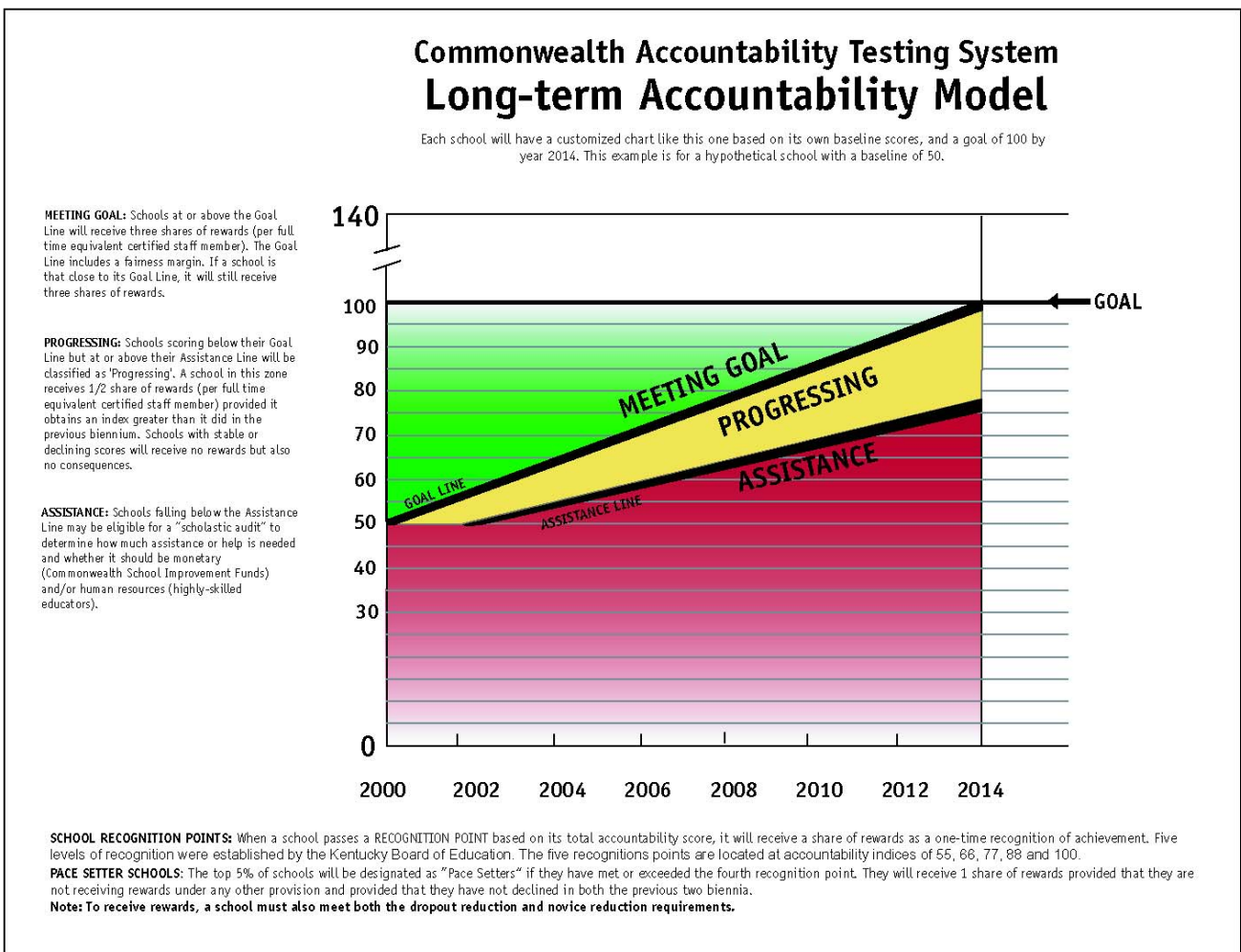
The following bullets summarize important points about the CATS Accountability Model:

- The Goal Line represents the point above which schools become eligible for rewards for *growth*. Notice how it is represented by a straight line that begins in 2000 at the baseline and ends in 2014 at 100.
- The Assistance Line represents the point below which a school becomes eligible for assistance from the state; a straight line that begins in 2002 at the baseline and ends in 2014 at 80.
- Both of the above lines (the Goal Line and the Assistance Line) have a standard error associated with the line that ranges from approximately .5 to 3.0 depending upon school level (elementary, middle and high school) and the number of students in the school.
- Schools between the Goal Line and the Assistance Line are considered Progressing and are held harmless in the accountability system if they continue to demonstrate some level of growth.
- For a school to be eligible for rewards, it must also meet the novice reduction and dropout criteria:

- Schools must reduce their percent of novices on a schedule so that by 2014, the school has 5 percent or less of its students scoring novice.
- High schools must have a dropout rate less than or equal to 5.3 percent or reduce their percent of dropouts by 0.5 percent, but still have a dropout rate less than or equal to 6 percent.

NOTE: The Kentucky General Assembly did not fund rewards for the 2002-04 biennium.

- The CATS Accountability Model also has provisions for establishing a set of one time Recognition points and also defines the requirements for being a “Pace Setter” school.



Observations

This is the report for the second biennium of the Commonwealth Accountability Testing System (CATS). In June 2001 the Kentucky Board of Education approved new performance standards for CATS. Using these new standards, baseline scores were developed for each of Kentucky's nearly 1,300 public schools. The 1998-99 through 2003-2004 Accountability Indices and trends reported here are based upon the new standards and baselines.

The accountability indices listed include the Norm Referenced Test (NRT) -- the Comprehensive Test of Basic Skills (CTBS)². The NRT component accounts for 5% of the total Accountability Index.

Note that beginning this year, regional data are reported by Area Development District (ADD) .

ELEMENTARY SCHOOL PERFORMANCE:

- Students are tested in Reading, Language Arts and Mathematics at the End of Primary with multiple-choice questions; Reading, Writing and Science at the 4th-grade level with multiple-choice and open-response questions, a writing sample and a writing portfolio; and Mathematics, Social Studies, Arts and Humanities and Practical Living/Vocational Studies at the 5th-grade level with multiple-choice and open-response questions.
- Students with disabilities, who cannot participate in the regular curriculum, and consequently the regular assessments, submit an Alternate Portfolio at the 4th-grade level for accountability.
- Compared to the goal of 100, students scored highest in Science at 87.5.
- In Science, 55.0 percent of the students scored Proficient or Distinguished, with 18.3 percent scoring High Apprentice. Only 6.9 percent remain in the Novice category.
- The second-highest performance was shown in Reading at 86.8.
- In Reading, 7.9 percent of the students scored at the Distinguished performance level; 58.8 percent scored Proficient; and 9.5 percent scored in the High Apprentice range.
- The lowest performance area is Arts and Humanities, with an overall index of 58.3.

MIDDLE SCHOOL PERFORMANCE:

- Students are tested in Reading, Language Arts and Mathematics at the 6th-grade level with multiple-choice questions; Reading, Writing and Science at the 7th-grade level with multiple-choice and open-response questions, a writing sample and a writing portfolio; and Mathematics, Social Studies, Arts and Humanities and Practical Living/Vocational Studies at the 8th-grade level with multiple-choice and open-response questions.
- Students with disabilities, who cannot participate in the regular curriculum, and consequently the regular assessments, submit an Alternate Portfolio at the 8th-grade level for accountability.
- Compared to the goal of 100, Reading showed the highest achievement at 85.1.
- In Reading, 59.7 percent of the 7th grade students were Proficient or Distinguished, with 13.4 percent scoring High Apprentice.

² Reading, Language Arts, and Mathematics subscores are used.

- The second-highest performance was shown in Science and Social Studies, at 74.6 and 74.1, respectively.
- In Science, 40.8 percent of 7th-grade students were Proficient or Distinguished, with 12.3 percent at High Apprentice. In Social Studies, 39.1 percent of students were Proficient or Distinguished, with 15.5 percent at Apprentice.
- The lowest performance area is Writing, with an overall index of 54.9.
- In Writing, 29.2 percent of the students in grade 7 scored at the Novice level. This is a decrease of 4.6 percent from last year (33.8).

HIGH SCHOOL PERFORMANCE:

- Students are tested in Reading, Language Arts and Mathematics at the 9th-grade level with multiple-choice questions; Reading and Practical Living/Vocational Studies at the 10th-grade level with multiple-choice and open-response questions; Mathematics, Science, Social Studies and Arts and Humanities at the 11th-grade level with multiple-choice and open-response questions; and Writing at the 12th-grade level with a writing sample and a writing portfolio.
- Students with disabilities, who cannot participate in the regular curriculum, and consequently the regular assessments, submit an Alternate Portfolio their last year of high school for accountability.
- The four core subjects of Reading, Mathematics, Science and Social Studies showed scores all within a range of 68.3 to 73.8, compared to the state goal of 100.
- The highest were Practical Living/Vocational Studies and Reading, at 79.2 and 73.8, respectively.
- The lowest achievement was shown in Science and Writing, at 68.3 and 65.1, respectively.
- In Mathematics, 36.8 percent of the students scored Proficient or Distinguished, with 11.2 percent in the High Apprentice category.
- In Social Studies, 35.1 percent of the students scored Proficient or Distinguished, with another 16.9 percent scoring High Apprentice.
- In Science, 35.8 percent of the students scored Proficient or Distinguished, with another 14.7 percent scoring High Apprentice.

ALL GRADES AND CONTENT AREAS:

Each grade level has registered yearly gains over the six years of CATS. Similar to the gains in 2003, the gains in 2004 are particularly encouraging, especially in the basic core subject areas.

The gain in the Academic Index from 2001 to 2002 for elementary, middle and high schools was 2.1, 1.0 and 1.7, respectively. In contrast, gains for elementary, middle and high schools for 2002 to 2003 were 3.3, 3.1 and 1.8, respectively, while gains for 2003 to 2004 were 5.8, 3.0 and 3.9, respectively. Elementary and high schools showed more progress in 2004 as compared to 2003. Middle schools maintained about the same overall progress as in 2003.

From 2003 to 2004, elementary and middle schools showed progress within each content area. For example, the largest gains at the elementary school level were in Mathematics, Social

Studies and Science where the indices increased by 9.4, 7.6 and 5.7, respectively. The largest gains at the middle school level were in Science and Social Studies where the indices increased by 6.2 and 3.7, respectively. High schools also showed progress in all content areas, with the largest gains in Arts and Humanities and Social Studies where the indices increased by 7.7 and 6.1, respectively.

The tables and graphs on this and the following pages provide more detail on this year's CATS data release.

	Number Tested by Grade					
	1999	2000	2001	2002	2003	2004
End of Primary	51,641	50,854	49,800	48,764	48,120	49,247
4th Grade	48,553	49,554	49,949	49,302	48,568	48,010
5th Grade	46,795	48,476	49,508	50,207	49,679	49,008
6th Grade	47,557	46,860	48,668	49,861	50,751	51,396
7th Grade	48,176	48,186	47,657	49,266	50,313	51,534
8th Grade	48,936	47,448	47,544	47,367	49,069	50,512
9th Grade	51,397	51,757	50,590	50,828	50,500	53,493
10th Grade	45,976	44,580	45,565	45,243	45,675	45,591
11th Grade	40,756	40,649	39,401	40,514	40,496	40,724
12th Grade	37,976	37,974	37,683	37,276	38,561	37,846

	Number Tested by Level					
	1999	2000	2001	2002	2003	2004
Elementary	146,989	148,884	149,257	148,273	146,367	146,265
Middle	144,669	142,494	143,869	146,494	150,133	153,442
High	176,105	174,960	173,239	173,861	175,232	177,654
Total	467,763	466,338	466,365	468,628	471,732	477,361

Districts: Performance Judgment by CATS Biennium

Performance Judgment	2001-2002 Biennium	2003-2004 Biennium
Audit Level 1 District	N/A	8
Audit Level 2 District	N/A	2
Exemplary Growth District	22	45
No Classification	154	121
Grand Total	176	176

Schools: Performance Judgment by CATS Biennium

Performance Judgment	2001-2002 Biennium	2003-2004 Biennium
Assistance		
Level 1	28	16
Level 2	31	16
Level 3	29	16
Progressing Declined		
Dropout/Novice		1
Novice	67	38
Declined	2	9
Progressing Dropout/Novice		
Dropout/Novice	23	10
Dropout	14	3
Novice	263	208
Progressing	139	198
Meets Goal Dropout/Novice		
Dropout	11	1
Novice	19	10
Meets Goal	556	650
Grand Total	1182	1176

PERFORMANCE JUDGMENTS

Meets Goal

The school's accountability index meets or exceeds its goal point, and the school meets the dropout rate and novice reduction requirements. It is eligible for rewards.

Meets Goal - Drp, Nov (Meets Goal - Dropout Rate and Novice Reduction)

The school's accountability index meets or exceeds its goal point, but the school does not meet the dropout rate and novice reduction requirements. It is not eligible for rewards.

Meets Goal - Drp (Meets Goal - Dropout Rate)

The school's accountability index meets or exceeds its goal point, but the school does not meet the dropout rate requirements. It is not eligible for rewards.

Meets Goal - Nov (Meets Goal - Novice Reduction)

The school's accountability index meets or exceeds its goal point, but the school does not meet the novice reduction requirements. It is not eligible for rewards.

Progressing

The school's accountability index falls below its goal point and meets or exceeds its assistance point.

Progressing - Dcl, Drp, Nov (Progressing - Decline, Dropout Rate, Novice Reduction)

The school's accountability index falls below its goal point and meets or exceeds its assistance point. The index also shows a decline from the previous biennium. The school does not meet the dropout rate and novice reduction requirements.

Progressing - Dcl, Drp (Progressing - Decline, Dropout Rate)

The school's accountability index falls below its goal point and meets or exceeds its assistance point. The index also shows a decline from the previous biennium. The school does not meet the dropout rate requirements.

Progressing - Dcl, Nov (Progressing - Decline, Novice Reduction)

The school's accountability index falls below its goal point and meets or exceeds its assistance point. The index also shows a decline from the previous biennium. The school does not meet the novice reduction requirements.

Progressing - Drp, Nov (Progressing - Dropout Rate and Novice Reduction)

The school's accountability index falls below its goal point and meets or exceeds its assistance point. The school does not meet the dropout rate and novice reduction requirements.

Progressing - Dcl (Progressing - Decline)

The school's accountability index falls below its goal point and meets or exceeds its assistance point. The index also shows a decline from the previous biennium.

Progressing - Drp (Progressing - Dropout Rate)

The school's accountability index falls below its goal point and meets or exceeds its assistance point. The school does not meet the dropout rate requirements.

Progressing - Nov (Progressing - Novice Reduction)

The school's accountability index falls below its goal point and meets or exceeds its assistance point. The school does not meet the novice reduction requirements.

Assistance - Level 1

The school's accountability index falls below its assistance point. The school is in the highest third of total schools in the three assistance levels.

Assistance - Level 2

The school's accountability index falls below its assistance point. The school is in the middle third of total schools in the three assistance levels.

Assistance - Level 3

The school's accountability index falls below its assistance point. The school is in the lowest third of total schools in the three assistance levels.

Recognition Levels

- 510 schools passed 1 Recognition Level
- 37 schools passed 2 Recognition Levels
- 0 schools passed 3 Recognition Levels
- 547 schools passed 1 or more Recognition Levels

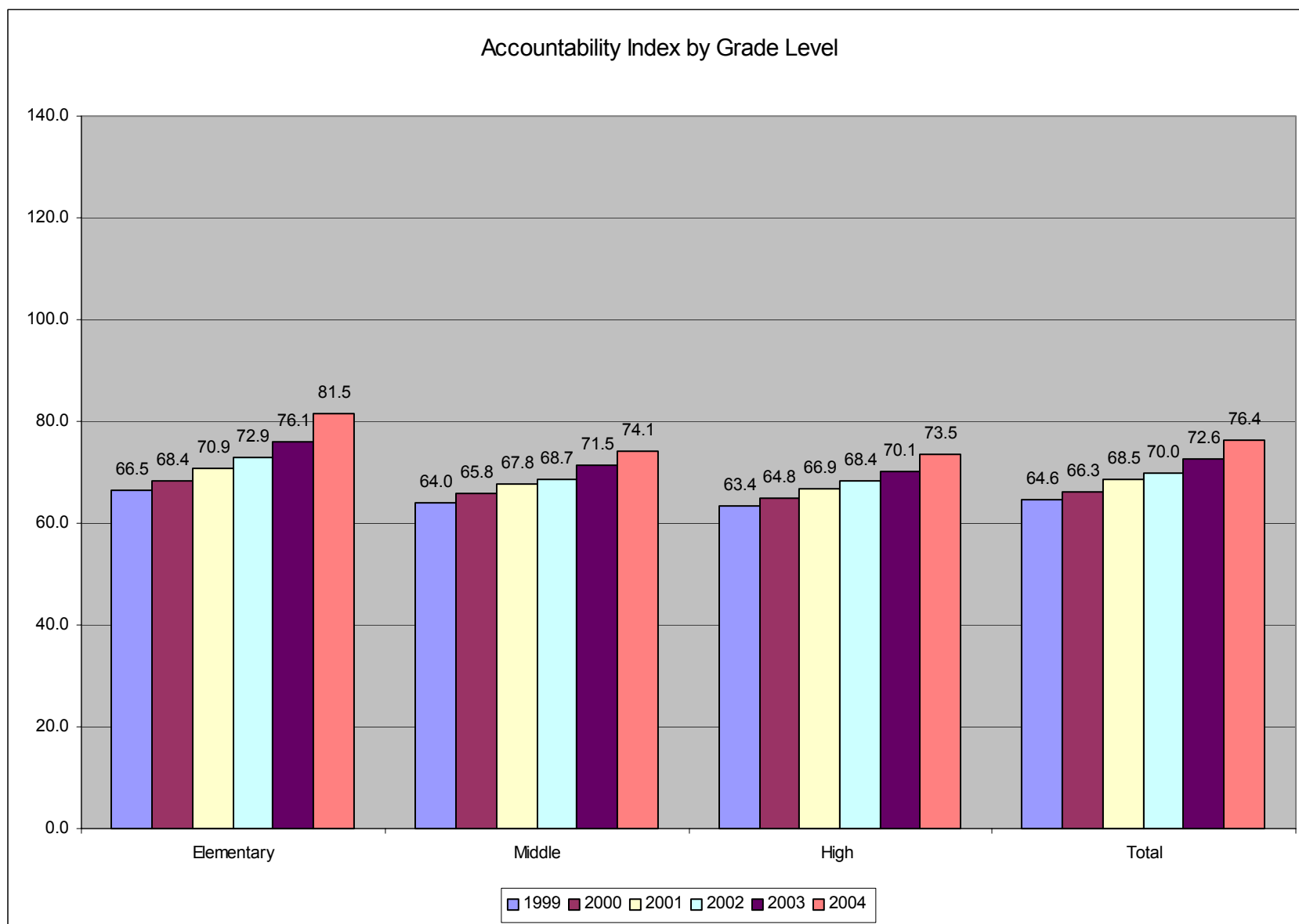
Levels Passed	Recognition Level*					Grand Total
	Level 1 (55)	Level 2 (66)	Level 3 (77)	Level 4 (88)	Level 5 (100)	
1	15	179	226	78	12	510
2	NA	6	17	10	4	37
3	NA	NA	0	0	0	0
Grand Total	15	185	243	88	16	547

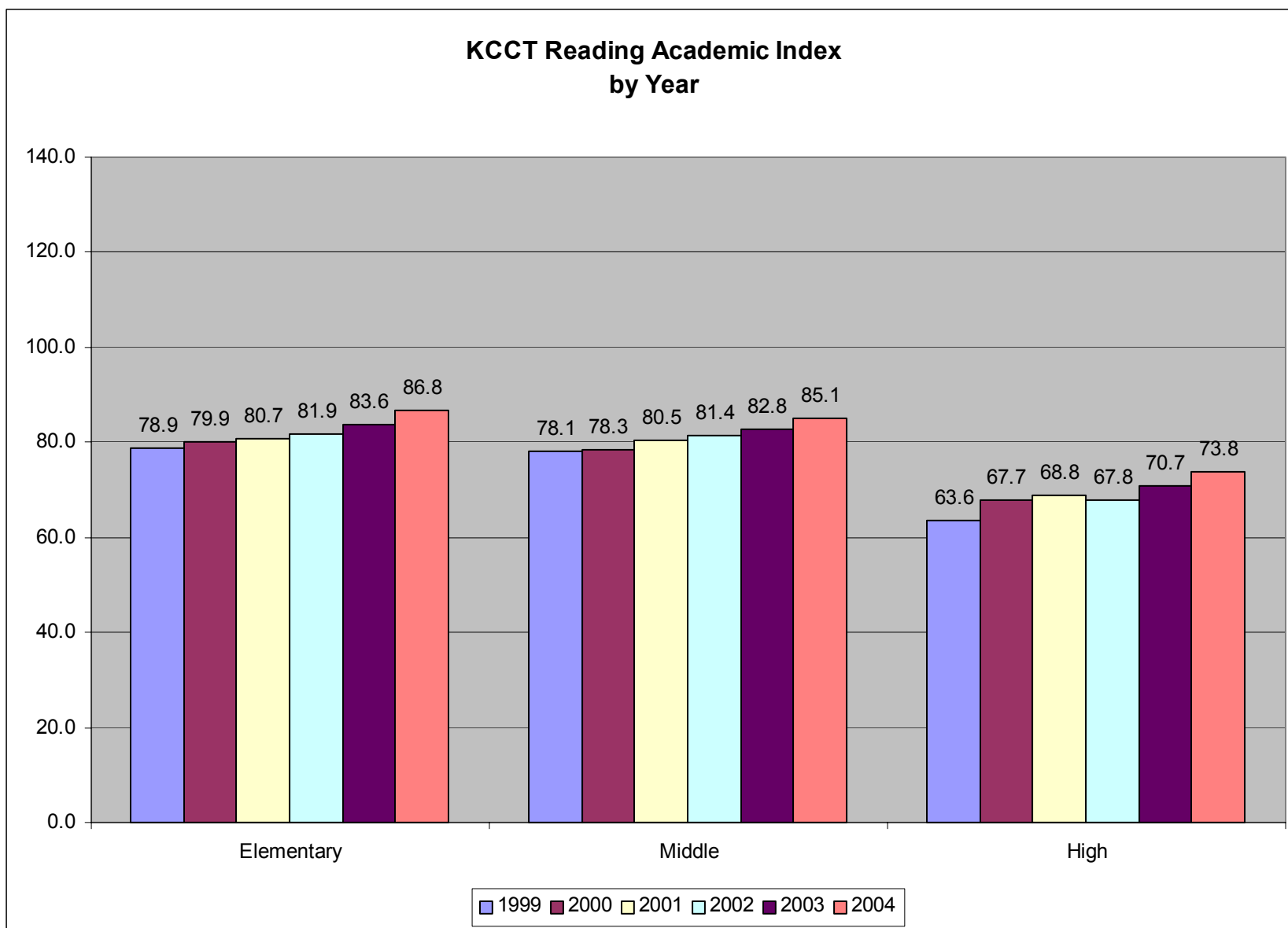
*Table includes unduplicated counts. Schools are listed in the highest level.

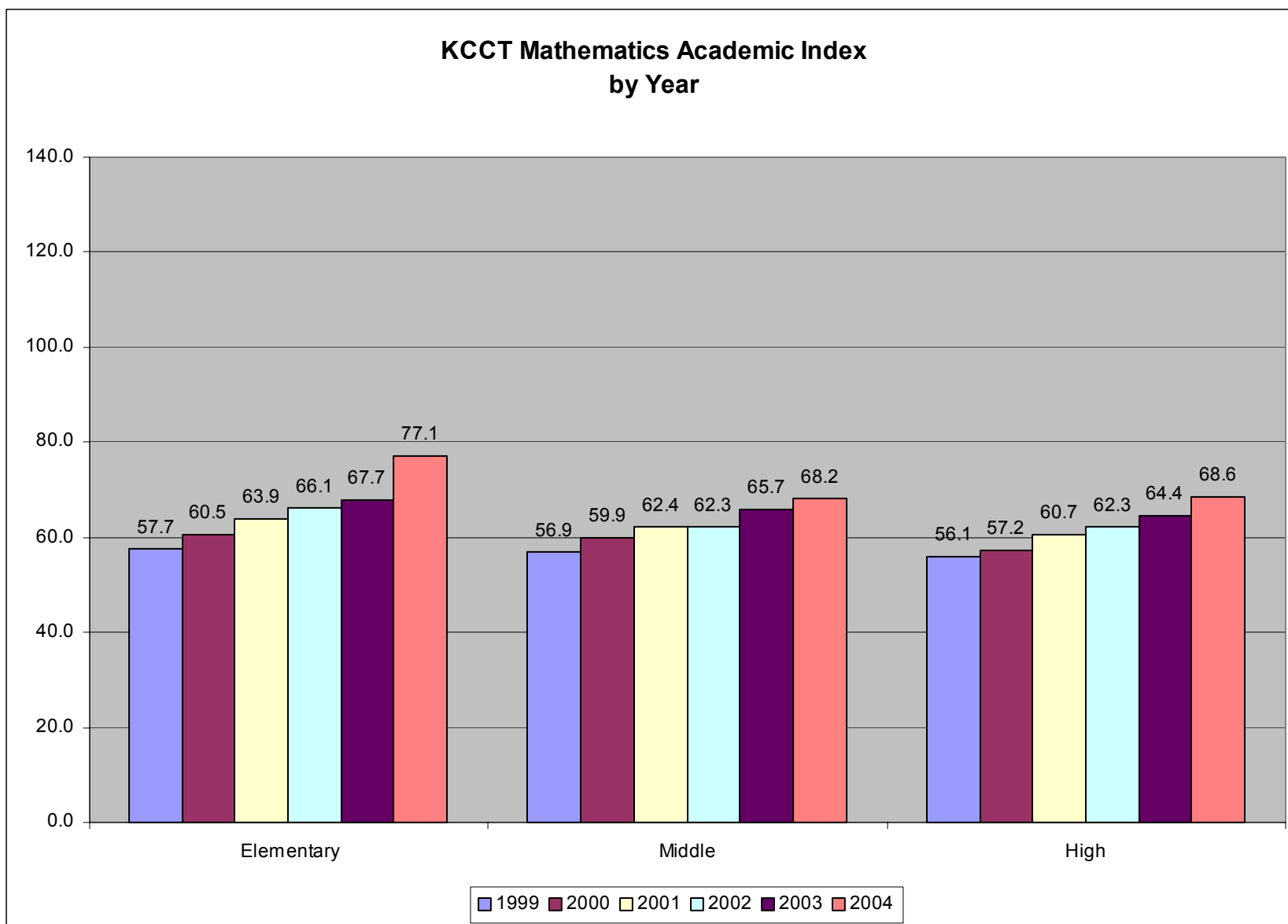
Accountability Index Ranges by School Level

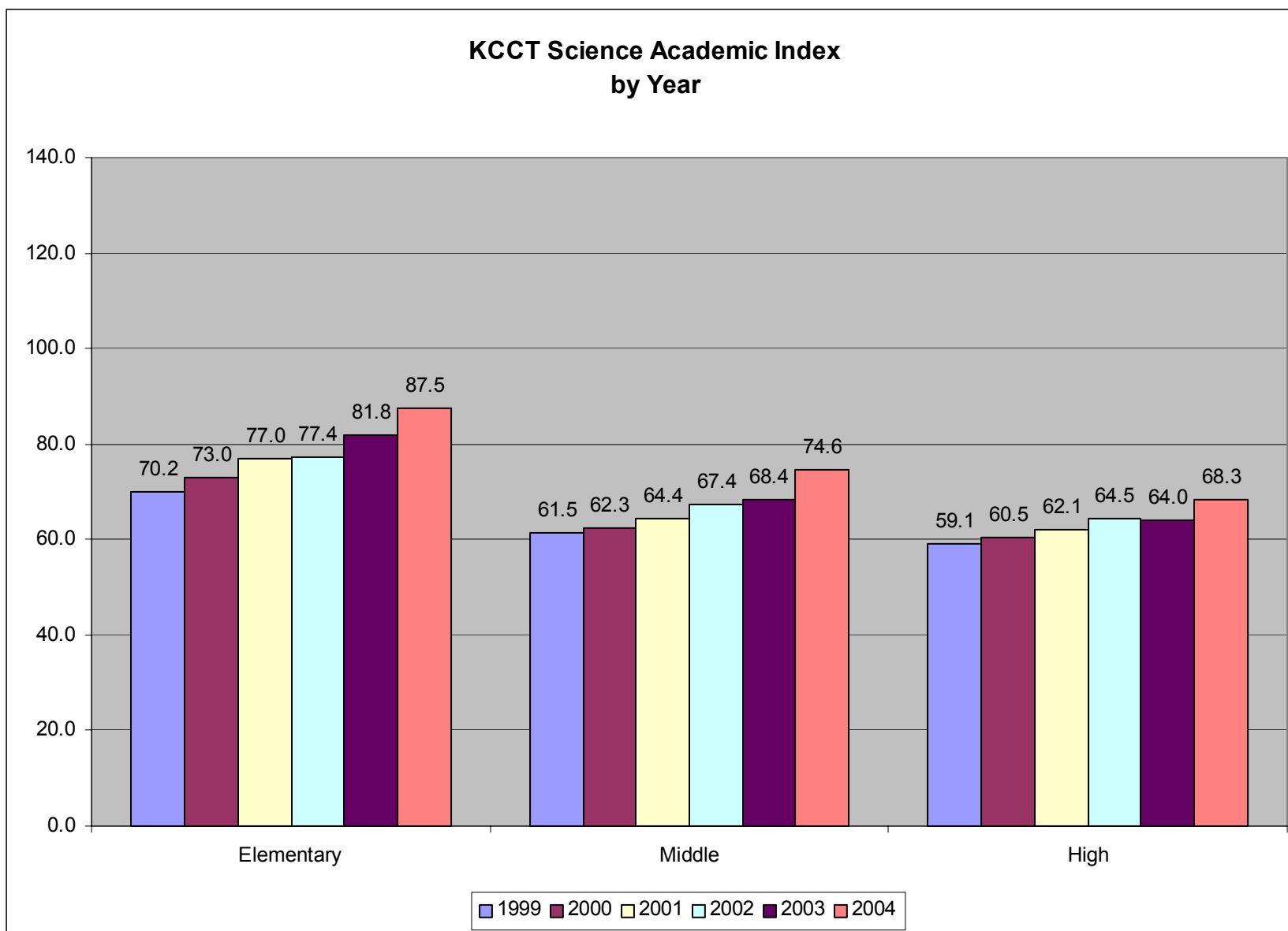
Accountability Index Range	Elementary		Middle		High	
	2003	2004	2003	2004	2003	2004
100+	13	30	3	2	0	2
90-99.9	50	116	8	17	3	8
80-89.9	164	276	43	60	25	37
70-79.9	313	228	132	152	75	98
60-69.9	172	85	122	94	99	76
50-59.9	38	15	33	19	33	19
40-49.9	5	0	6	3	3	0
30-39.9	0	0	1	0	0	0

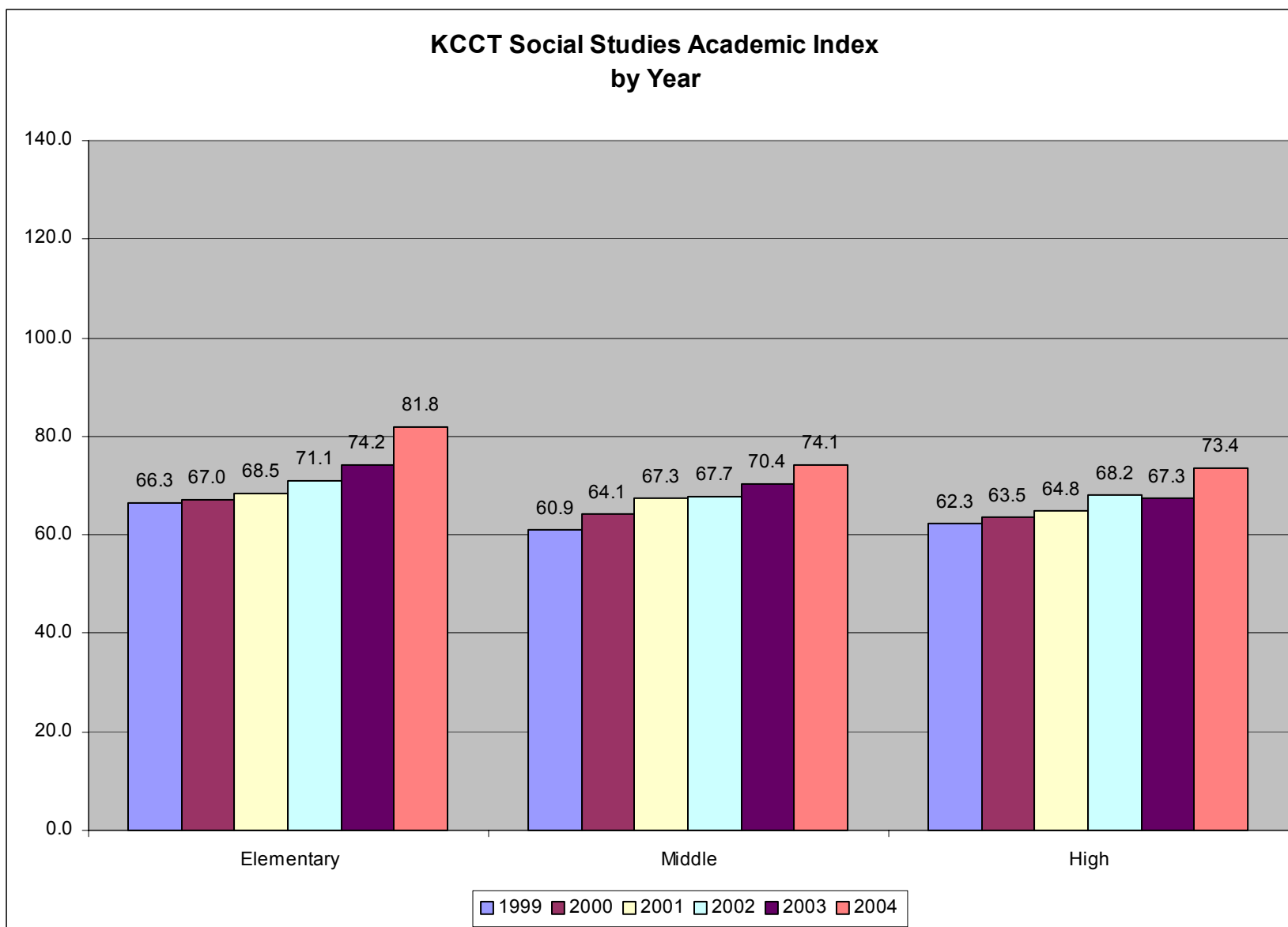
State Accountability Index by Year and Grade Level

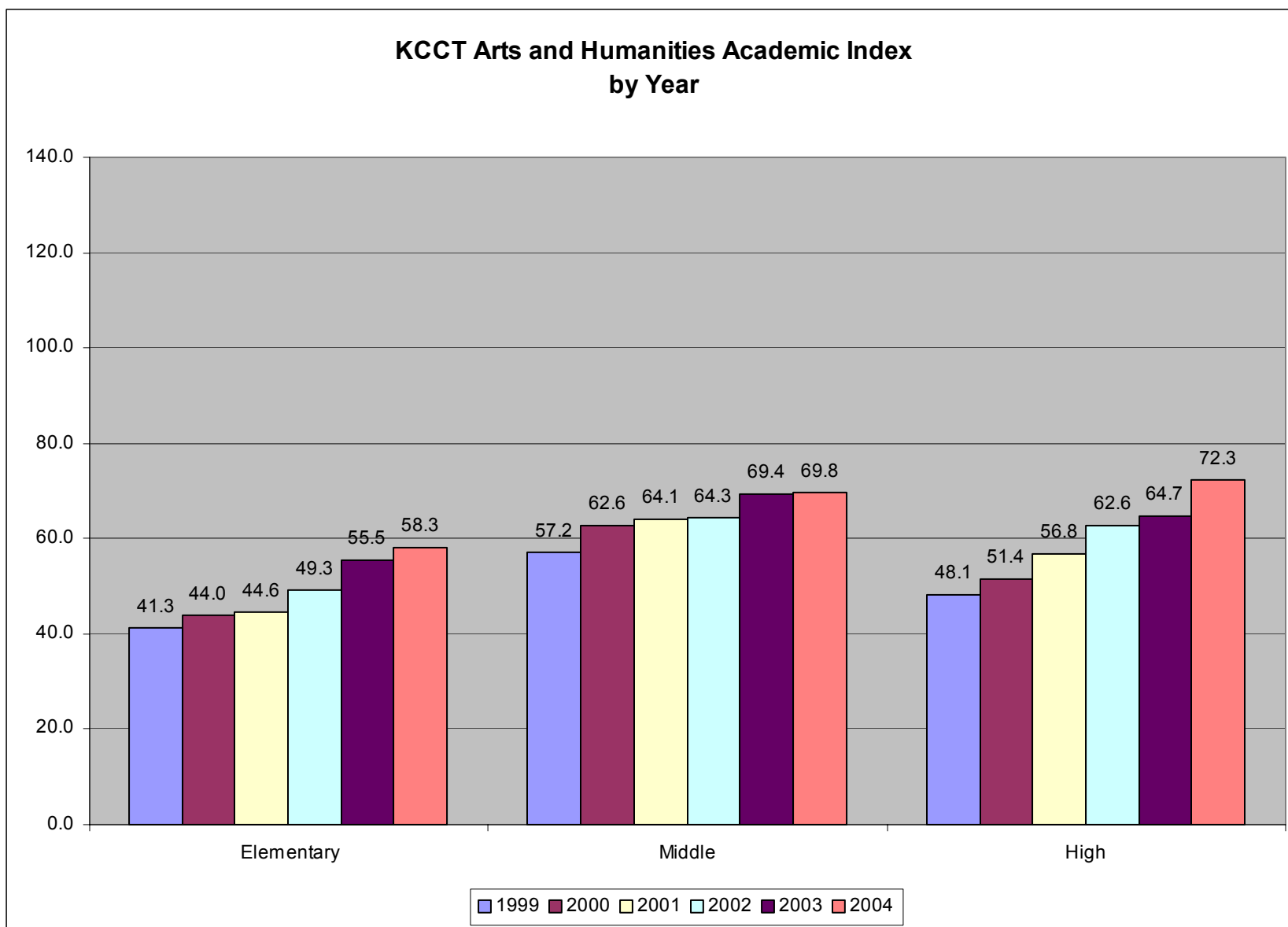




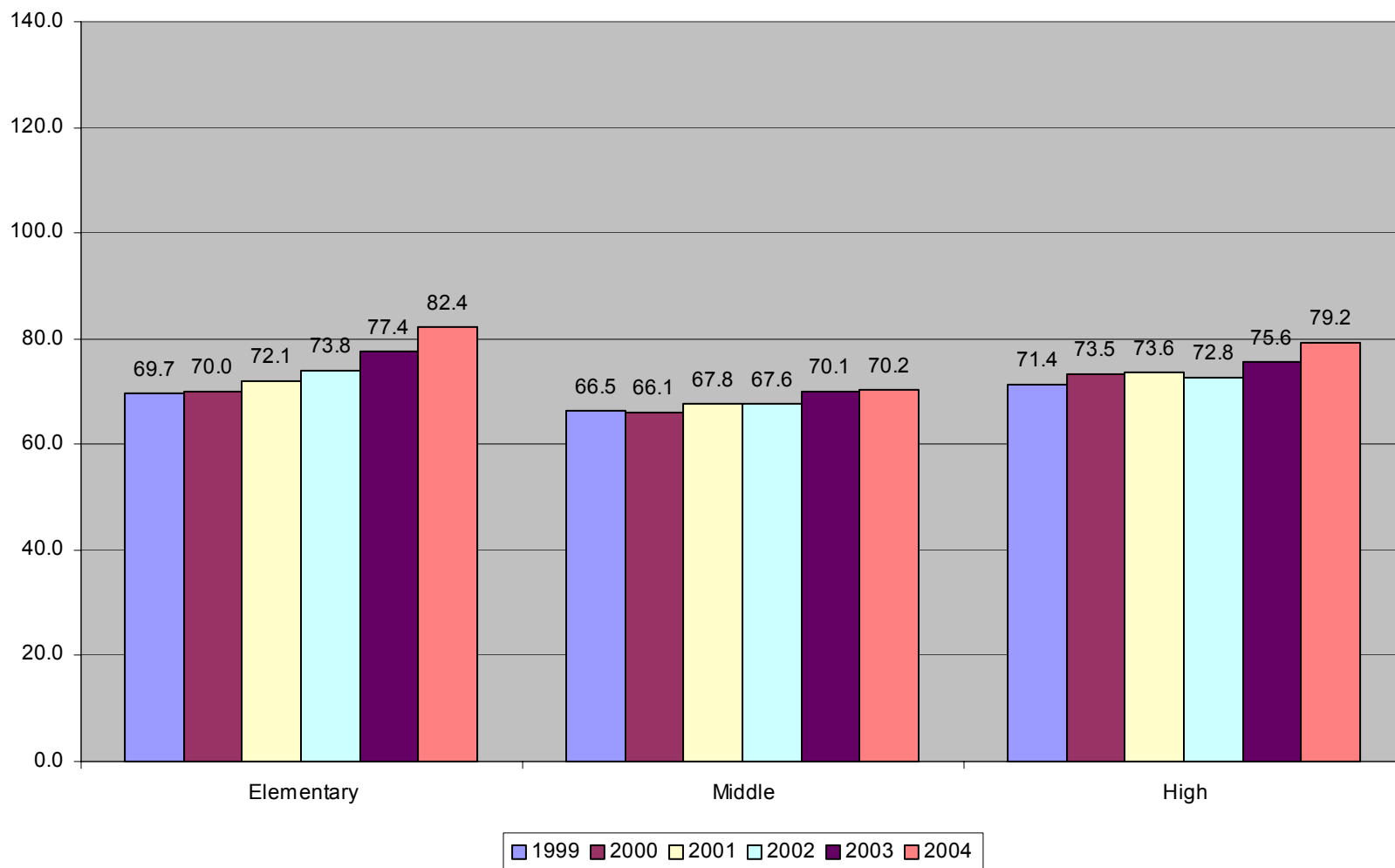


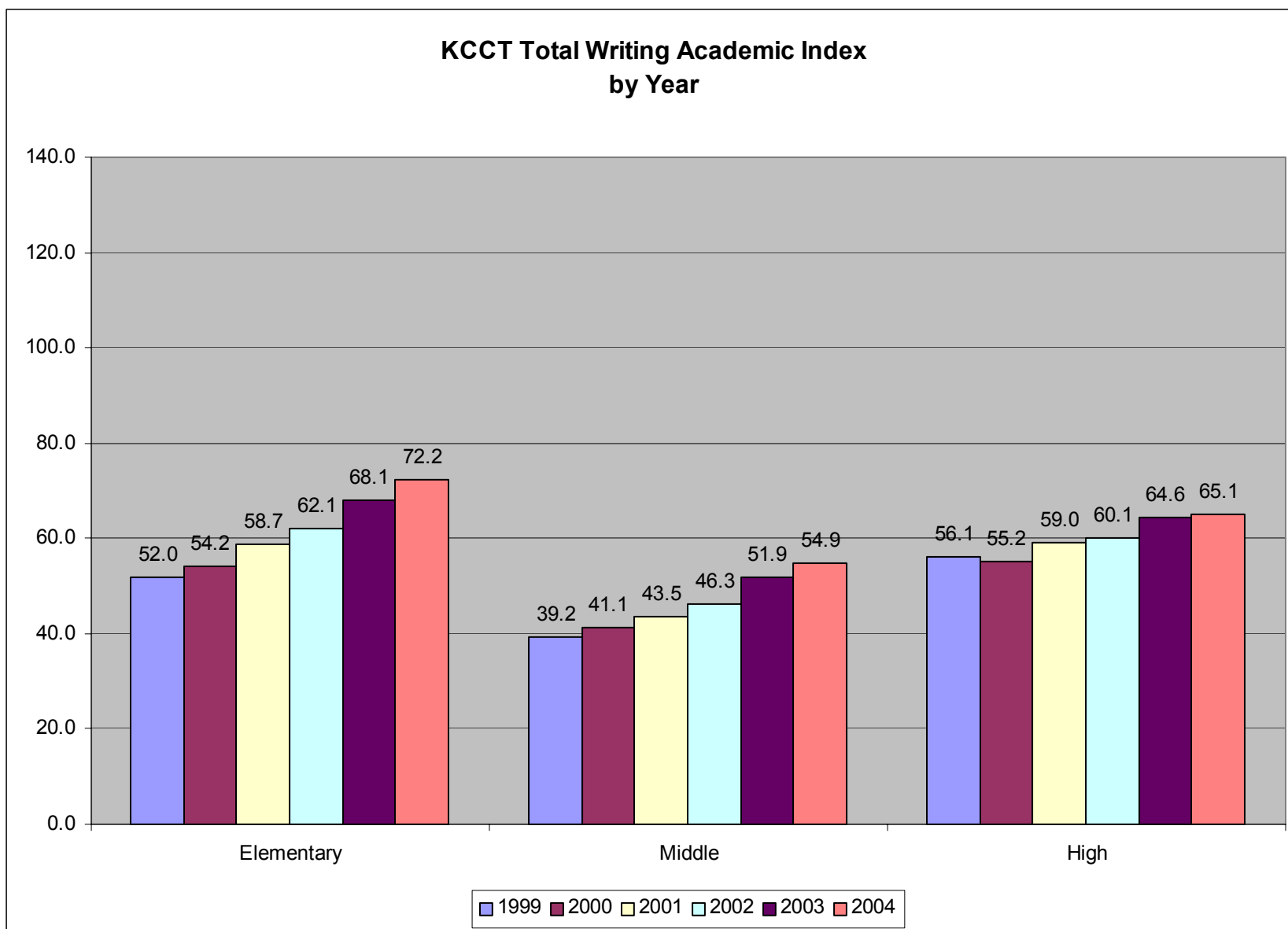


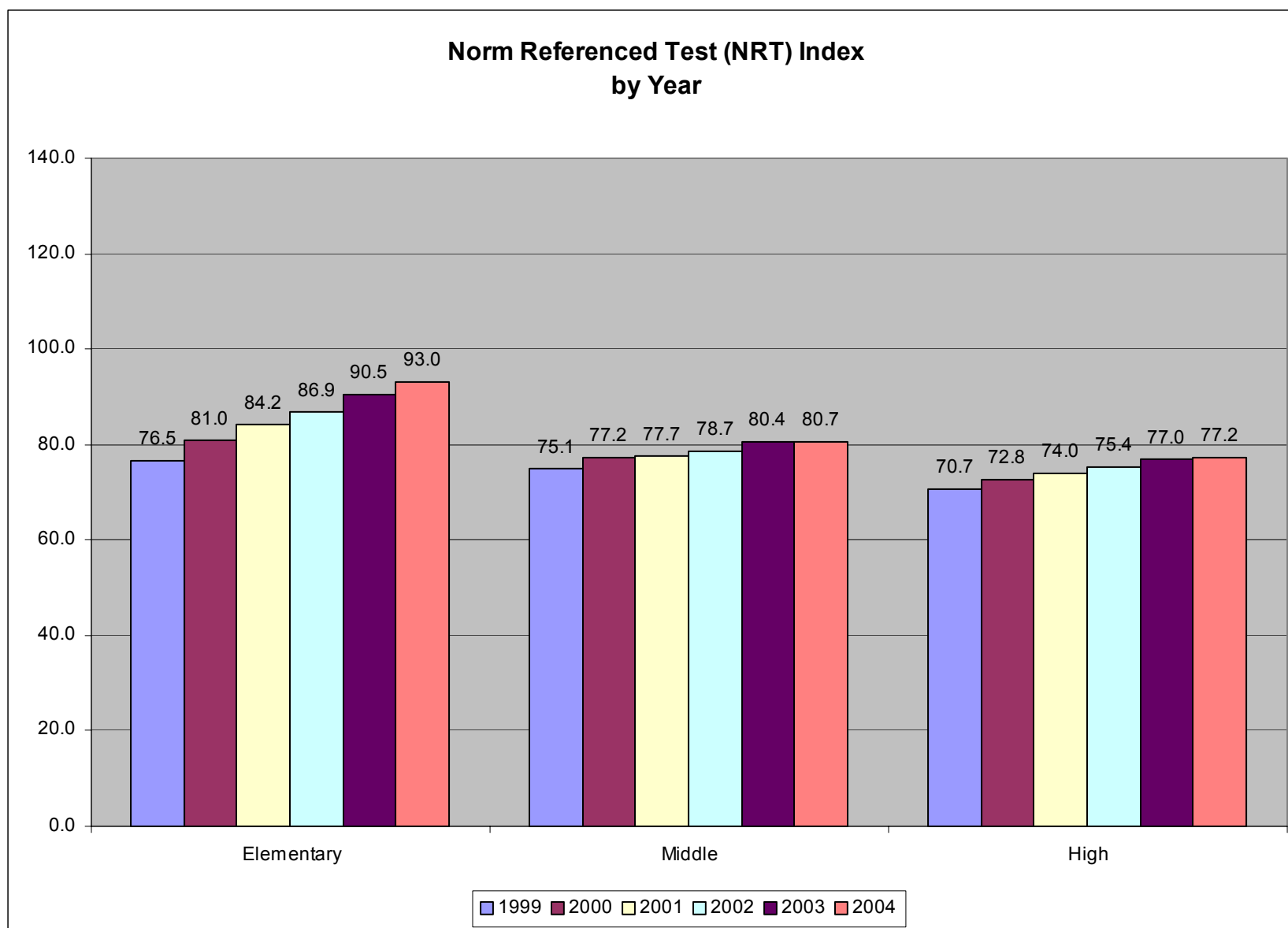


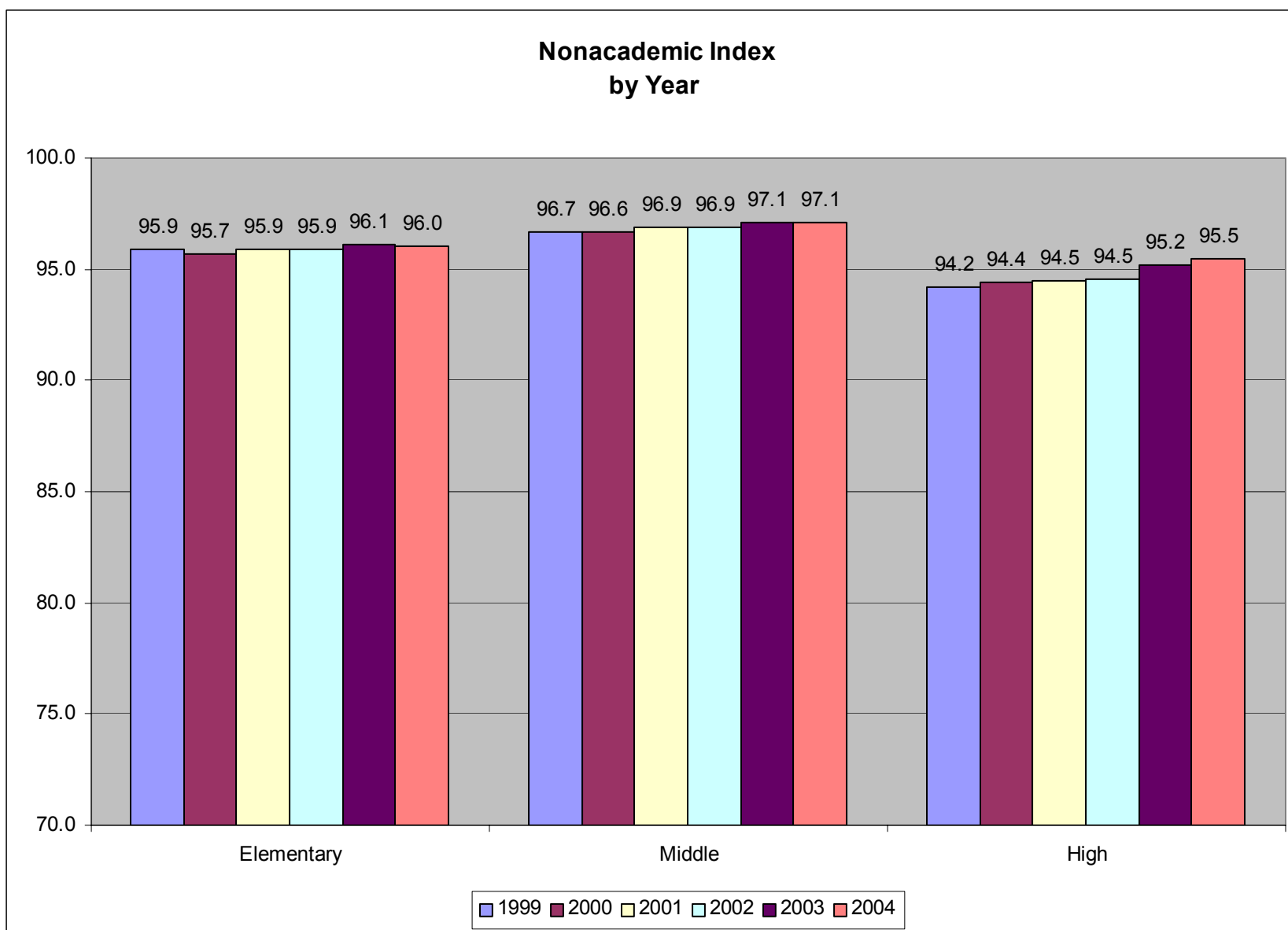


**KCCT Practical Living/Vocational Studies Academic Index
by Year**









Elementary		Performance Level Percentages										Academic Index
		Novice				Apprentice				Proficient	Distinguished	
		Non-Performance	Medium	High	Total	Low	Medium	High	Total			
Reading	1999	0.27	1.32	16.61	18.20	6.80	8.98	9.97	25.75	50.40	5.65	78.8842
	2000	0.16	0.90	15.58	16.64	6.97	8.61	10.65	26.23	51.70	5.43	79.9438
	2001	0.15	0.67	14.86	15.68	6.98	8.86	10.08	25.92	52.97	5.43	80.6947
	2002	0.10	0.54	14.33	14.96	6.71	8.89	9.21	24.80	54.08	6.16	81.8860
	2003	0.07	0.55	12.42	13.03	6.89	8.41	9.40	24.69	55.56	6.72	83.5907
	2004	0.08	0.43	10.67	11.18	5.22	7.42	9.53	22.16	58.76	7.90	86.8141
Mathematics	1999	0.44	3.82	38.44	42.70	9.76	9.70	9.78	29.23	24.00	4.07	57.7370
	2000	0.63	3.13	34.81	38.57	10.71	9.73	9.75	30.19	26.50	4.75	60.5295
	2001	0.43	2.59	31.76	34.78	10.40	9.92	10.58	30.90	28.25	6.07	63.9183
	2002	0.37	1.92	30.17	32.46	10.28	10.41	10.51	31.20	29.14	7.21	66.0938
	2003	0.22	2.13	28.78	31.13	10.37	9.56	10.82	30.75	29.86	8.26	67.7237
	2004	0.16	1.21	21.46	22.84	8.04	9.92	10.92	28.88	35.38	12.90	77.0809
Science	1999	0.28	1.39	16.38	18.05	13.05	16.75	19.49	49.28	27.21	5.46	70.1555
	2000	0.28	0.96	13.17	14.41	12.15	17.88	19.63	49.66	30.41	5.52	72.9790
	2001	0.26	0.81	10.63	11.70	10.70	16.50	19.60	46.80	34.50	7.00	77.0291
	2002	0.18	0.71	10.25	11.13	10.09	16.89	20.38	47.36	34.98	6.53	77.3533
	2003	0.11	0.42	7.61	8.15	8.90	15.72	20.36	44.98	37.84	9.03	81.7952
	2004	0.12	0.33	6.48	6.94	7.02	12.73	18.33	38.07	40.74	14.25	87.5277
Social Studies	1999	0.26	2.27	32.15	34.69	8.86	8.90	8.64	26.39	31.60	7.33	66.3121
	2000	0.24	2.21	32.13	34.57	7.16	10.02	8.45	25.63	32.38	7.42	67.0451
	2001	0.28	1.89	30.14	32.31	8.21	9.72	9.00	26.93	32.45	8.31	68.4821
	2002	0.15	1.55	28.26	29.95	7.55	9.69	9.27	26.51	34.16	9.38	71.0911
	2003	0.10	1.02	25.72	26.85	7.17	9.42	8.72	25.30	37.65	10.20	74.2458
	2004	0.16	0.79	19.67	20.63	5.89	10.04	7.70	23.63	39.96	15.78	81.8089

Elementary		Performance Level Percentages*										Academic Index
		Novice				Apprentice				Proficient	Distinguished	
		Non-Performance	Medium	High	Total	Low	Medium	High	Total			
Arts & Humanities	1999	1.25	51.27		52.52		35.47		35.47	8.68	3.34	41.3031
	2000	1.47	46.78		48.25		38.25		38.25	9.90	3.60	43.9714
	2001	0.94	43.60		44.54		43.80		43.80	9.28	2.38	44.5600
	2002	0.71	37.83		38.54		46.72		46.72	10.74	3.99	49.2759
	2003	1.27	35.90		37.17		38.66		38.66	15.55	8.62	55.4810
	2004	0.80	25.85		26.65		51.19		51.19	17.07	5.09	58.2705
Practical Living/ Vocational Std.	1999	1.45	23.99		25.44		28.76		28.76	36.95	8.86	69.7287
	2000	1.47	22.77		24.25		30.45		30.45	36.58	8.72	70.0181
	2001	1.42	20.66		22.09		31.49		31.49	36.23	10.19	72.0758
	2002	0.83	18.77		19.60		31.79		31.79	39.40	9.21	73.8081
	2003	0.86	16.82		17.68		29.12		29.12	41.79	11.42	77.4366
	2004	1.09	14.32		15.41		26.86		26.86	41.07	16.66	82.3716
Total Writing	1999	0.39	32.75		33.13		48.90		48.90	16.94	1.01	51.9626
	2000	0.35	29.70		30.04		50.07		50.07	18.83	1.06	54.2193
	2001	0.35	23.78		24.13		52.29		52.29	22.02	1.56	58.6735
	2002	0.24	18.19		18.43		56.27		56.27	23.48	1.81	62.1468
	2003	0.21	13.40		13.61		52.48		52.48	31.38	2.53	68.1467
	2004	0.29	9.09		9.38		51.94		51.94	35.65	3.02	72.2318
Writing On-Demand	1999	0.47	59.96		60.43		37.75		37.75	1.76	0.07	N/A
	2000	0.47	54.96		55.43		39.58		39.58	4.85	0.14	N/A
	2001	0.42	44.69		45.11		47.56		47.56	7.06	0.26	N/A
	2002	0.30	31.38		31.68		63.29		63.29	4.74	0.29	N/A
	2003	0.27	35.49		35.76		55.97		55.97	7.72	0.56	N/A
	2004	0.25	25.39		25.64		66.06		66.06	7.66	0.64	N/A
Writing Portfolio	1999	0.37	25.95		26.31		51.69		51.69	20.74	1.25	N/A
	2000	0.32	23.38		23.69		52.69		52.69	22.33	1.29	N/A
	2001	0.33	18.55		18.89		53.47		53.47	25.76	1.89	N/A
	2002	0.23	14.89		15.12		54.52		54.52	28.17	2.19	N/A
	2003	0.19	7.88		8.07		51.61		51.61	37.29	3.02	N/A
	2004	0.30	5.02		5.32		48.41		48.41	42.65	3.62	N/A

* For the content areas presented on this page, there are no Novice-High, Apprentice-Low or Apprentice-High performance classifications.

Middle		Performance Level Percentages										Academic Index
		Novice				Apprentice				Proficient	Distinguished	
		Non-Performance	Medium	High	Total	Low	Medium	High	Total			
Reading	1999	0.49	1.20	14.49	16.17	7.90	12.02	13.44	33.36	44.12	6.35	78.0574
	2000	0.40	1.08	13.88	15.36	8.23	12.20	13.33	33.76	44.77	6.11	78.3492
	2001	0.43	0.78	11.64	12.84	7.48	12.51	13.28	33.27	48.03	5.86	80.4838
	2002	0.31	0.78	11.04	12.13	8.04	11.56	12.53	32.14	49.49	6.24	81.3738
	2003	0.19	0.69	10.58	11.46	7.21	11.96	12.08	31.25	49.99	7.30	82.7745
	2004	0.17	0.38	7.76	8.31	6.58	12.00	13.40	31.98	52.74	6.97	85.1170
Mathematics	1999	1.37	4.17	33.26	38.80	12.46	14.13	12.10	38.69	17.26	5.24	56.9277
	2000	1.19	3.57	29.73	34.49	12.10	15.56	12.61	40.27	19.72	5.52	59.9059
	2001	0.98	2.53	28.44	31.95	12.35	14.87	13.04	40.27	21.36	6.42	62.3653
	2002	0.99	2.50	28.16	31.65	13.20	15.80	13.16	42.16	20.77	5.42	61.2926
	2003	0.95	2.18	24.80	27.94	12.46	14.99	13.72	41.16	23.09	7.82	65.7234
	2004	0.75	1.62	23.35	25.73	11.58	14.86	14.37	40.81	25.08	8.39	68.1516
Science	1999	0.74	2.96	30.37	34.08	11.89	14.74	11.82	38.45	20.89	6.59	61.4530
	2000	0.78	2.82	29.27	32.87	12.53	14.04	12.18	38.75	21.35	7.03	62.3488
	2001	0.78	2.56	27.51	30.85	11.43	14.98	12.70	39.11	22.03	8.01	64.4494
	2002	0.55	2.57	25.10	28.22	11.18	14.39	12.99	38.56	23.57	9.65	67.4381
	2003	0.41	2.16	26.11	28.68	9.74	15.02	12.76	37.52	22.83	10.97	68.3734
	2004	0.31	1.80	21.41	23.52	9.25	14.09	12.32	35.66	25.98	14.84	74.5666
Social Studies	1999	0.90	4.35	22.63	27.88	14.93	17.26	15.39	47.58	21.38	3.16	60.8933
	2000	0.71	3.91	20.49	25.11	14.82	16.43	15.29	46.54	23.64	4.72	64.1017
	2001	0.59	3.57	19.75	23.90	12.53	16.35	14.42	43.31	26.45	6.34	67.2831
	2002	0.48	3.06	19.09	22.63	12.65	16.96	15.48	45.09	26.06	6.22	67.7492
	2003	0.48	2.88	17.18	20.54	12.74	16.21	14.71	43.67	27.94	7.85	70.3612
	2004	0.42	1.64	14.82	16.88	12.22	16.34	15.50	44.06	29.43	9.63	74.0704

Middle		Performance Level Percentages*										Academic Index
		Novice				Apprentice				Proficient	Distinguished	
		Non-Performance	Medium	High	Total	Low	Medium	High	Total			
Arts & Humanities	1999	1.47	32.92		34.39		35.37		35.37	26.67	3.57	57.1696
	2000	1.76	26.58		28.34		35.82		35.82	31.34	4.50	62.5874
	2001	1.52	25.51		27.03		34.99		34.99	33.34	4.64	64.1463
	2002	1.15	26.15		27.30		34.40		34.40	33.46	4.83	64.2615
	2003	2.40	27.15		29.54		24.57		24.57	32.79	13.09	69.3875
	2004	1.24	21.85		23.09		32.47		32.47	36.84	7.61	69.8165
Practical Living/ Vocational Std.	1999	1.75	24.66		26.41		37.04		37.04	25.40	11.16	66.4538
	2000	1.80	23.07		24.87		39.80		39.80	25.69	9.64	66.0651
	2001	1.41	21.79		23.20		39.63		39.63	27.08	10.09	67.8167
	2002	1.12	20.34		21.46		42.65		42.65	27.13	8.76	67.6282
	2003	1.35	20.54		21.89		40.07		40.07	24.79	13.26	70.0662
	2004	0.97	18.93		19.90		41.26		41.26	28.42	10.42	70.2249
Total Writing	1999	1.66	50.73		52.38		38.13		38.13	8.79	0.70	39.2408
	2000	1.33	48.05		49.38		40.14		40.14	9.70	0.79	41.1272
	2001	1.09	45.04		46.13		41.55		41.55	11.30	1.02	43.5123
	2002	0.98	40.66		41.65		44.66		44.66	12.29	1.41	46.3395
	2003	0.72	33.12		33.84		47.92		47.92	16.64	1.60	51.9376
	2004	0.72	28.45		29.16		51.23		51.23	17.52	2.09	54.8750
Writing On-Demand	1999	1.16	46.15		47.31		47.31		47.31	5.26	0.11	N/A
	2000	1.08	43.70		44.78		47.50		47.50	7.60	0.13	N/A
	2001	0.95	40.78		41.73		48.89		48.89	9.10	0.29	N/A
	2002	0.84	37.80		38.63		55.45		55.45	5.69	0.23	N/A
	2003	0.60	24.52		25.13		57.03		57.03	17.50	0.35	N/A
	2004	0.50	23.52		24.02		63.77		63.77	11.70	0.51	N/A
Writing Portfolio	1999	1.78	51.87		53.65		35.83		35.83	9.67	0.85	N/A
	2000	1.39	49.14		50.53		38.30		38.30	10.22	0.95	N/A
	2001	1.13	46.10		47.23		39.72		39.72	11.85	1.20	N/A
	2002	1.02	41.38		42.40		41.96		41.96	13.94	1.70	N/A
	2003	0.75	35.27		36.02		45.64		45.64	16.43	1.91	N/A
	2004	0.77	29.68		30.45		48.10		48.10	18.97	2.48	N/A

* For the content areas presented on this page, there are no Novice-High, Apprentice-Low or Apprentice-High performance classifications.

High School		Performance Level Percentages										Academic Index
		Novice				Apprentice				Proficient	Distinguished	
		Non-Performance	Medium	High	Total	Low	Medium	High	Total			
Reading	1999	1.91	5.30	13.91	21.12	15.81	20.75	18.70	55.26	18.76	4.86	63.6036
	2000	1.44	4.33	11.91	17.67	15.35	19.43	20.04	54.83	20.75	6.75	67.6895
	2001	1.13	4.48	11.99	17.60	14.74	19.14	19.12	53.00	21.72	7.68	68.8478
	2002	0.92	4.96	12.91	18.79	15.09	18.97	18.37	52.44	21.56	7.21	67.7694
	2003	0.81	4.09	11.05	15.96	14.00	18.98	20.16	53.13	22.74	8.18	70.7127
	2004	0.68	3.21	10.51	14.40	13.61	17.80	20.24	51.65	22.98	10.97	73.8039
Mathematics	1999	2.99	6.27	34.85	44.11	9.29	10.52	11.11	30.92	19.19	5.78	56.0741
	2000	2.84	6.17	33.25	42.26	10.73	10.74	9.92	31.39	19.45	6.90	57.2291
	2001	1.80	5.22	30.80	37.81	11.42	10.54	11.06	33.01	21.51	7.67	60.6746
	2002	1.61	5.14	30.34	37.09	10.86	9.98	11.75	32.60	21.00	9.32	62.3366
	2003	1.42	4.76	28.62	34.80	10.86	10.90	10.32	32.08	22.90	10.21	64.3940
	2004	1.35	4.49	25.72	31.56	9.94	10.44	11.22	31.60	23.64	13.20	68.6069
Science	1999	1.81	2.49	27.83	32.13	12.94	16.94	12.40	42.27	23.84	1.76	59.1235
	2000	1.69	2.55	26.56	30.81	13.57	14.76	13.54	41.87	25.19	2.13	60.5251
	2001	1.27	1.96	25.30	28.52	13.75	15.75	13.11	42.61	26.58	2.29	62.0568
	2002	1.00	2.02	23.98	27.01	12.46	14.99	14.24	41.69	27.92	3.38	64.5194
	2003	0.81	2.40	24.66	27.88	12.18	14.89	14.65	41.71	27.09	3.33	64.0016
	2004	0.82	1.50	21.54	23.87	10.48	15.17	14.74	40.39	31.66	4.09	68.2674
Social Studies	1999	2.01	3.39	17.35	22.75	16.61	20.29	17.65	54.55	18.34	4.36	62.3337
	2000	1.76	3.54	17.30	22.61	17.18	18.01	18.14	53.33	18.42	5.64	63.4642
	2001	1.12	3.40	18.39	22.91	16.33	17.55	17.07	50.95	19.32	6.81	64.7954
	2002	0.82	3.61	16.70	21.13	15.34	17.23	16.13	48.69	20.64	9.53	68.1713
	2003	0.88	4.02	17.19	22.08	15.28	17.38	16.25	48.91	19.56	9.45	67.3220
	2004	0.77	3.07	14.47	18.31	12.98	16.72	16.87	46.57	21.51	13.61	73.4453

High School		Performance Level Percentages*										Academic Index
		Novice				Apprentice				Proficient	Distinguished	
		Non-Performance	Medium	High	Total	Low	Medium	High	Total			
Arts & Humanities	1999	2.86	40.27		43.13		39.79		39.79	12.40	4.68	48.0611
	2000	3.19	35.61		38.80		41.60		41.60	14.12	5.48	51.3813
	2001	2.16	32.42		34.59		39.22		39.22	18.96	7.23	56.8286
	2002	1.84	27.82		29.67		39.49		39.49	19.76	11.08	62.5826
	2003	2.28	27.57		29.85		36.13		36.13	20.59	13.43	64.6541
	2004	1.82	22.15		23.98		34.92		34.92	22.65	18.45	72.3115
Practical Living/ Vocational Std.	1999	2.68	20.93		23.61		28.58		28.58	38.40	9.41	71.4429
	2000	2.23	17.75		19.98		31.72		31.72	38.76	9.54	73.4555
	2001	1.89	18.23		20.12		31.33		31.33	38.85	9.70	73.5979
	2002	1.49	19.93		21.42		30.10		30.10	39.42	9.06	72.7549
	2003	1.62	17.82		19.44		30.08		30.08	38.53	11.95	75.6246
	2004	1.14	15.52		16.65		28.91		28.91	40.96	13.48	79.1956
Total Writing	1999	1.57	25.55		27.13		52.30		52.30	18.58	2.00	56.0823
	2000	1.49	27.63		29.11		50.07		50.07	18.96	1.87	55.2072
	2001	1.30	22.01		23.32		53.48		53.48	21.02	2.18	59.0270
	2002	1.14	21.87		23.01		51.77		51.77	22.68	2.55	60.1484
	2003	0.81	16.71		17.52		53.47		53.47	25.82	3.20	64.5514
	2004	0.88	15.49		16.37		54.84		54.84	25.27	3.53	65.1232
Writing On-Demand	1999	1.17	32.31		33.48		57.86		57.86	8.57	0.09	N/A
	2000	0.95	34.66		35.61		51.89		51.89	12.35	0.15	N/A
	2001	0.72	20.15		20.87		64.42		64.42	14.43	0.28	N/A
	2002	0.52	23.89		24.42		57.47		57.47	17.86	0.25	N/A
	2003	0.42	19.21		19.63		61.53		61.53	18.37	0.47	N/A
	2004	0.38	18.98		19.36		64.84		64.84	15.37	0.44	N/A
Writing Portfolio	1999	1.67	23.86		25.54		50.91		50.91	21.08	2.48	N/A
	2000	1.62	25.87		27.48		49.61		49.61	20.61	2.30	N/A
	2001	1.45	22.48		23.93		50.74		50.74	22.67	2.66	N/A
	2002	1.29	21.37		22.66		50.35		50.35	23.88	3.12	N/A
	2003	0.91	16.08		16.99		51.46		51.46	27.68	3.88	N/A
	2004	1.00	14.62		15.62		52.34		52.34	27.74	4.30	N/A

* For the content areas presented on this page, there are no Novice-High, Apprentice-Low or Apprentice-High performance classifications.